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| Wet Team Challenge | | Kinchant Dam Outdoor Education Centre | | | | | | |
| Activity Overview Years 7-10 | | | | | | | | |
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| **Activity Objective (Aim):** Students will participate in a wet team challenge activity session to strengthen their understanding of the core focus objectives that align with the school’s chosen program.  **Program Core Focus Objectives** | | | | | | | | |
| **Team Work**  **Cooperation**  Problem Solving  Negotiating  Decision Making  **Participation**  Team Roles and Responsibilities  Goal Setting  Reflecting  **Respect**  Accepting Diversity  Being Reliable  **Communication**  Active Listening  Speaking Clearly  Using Purposeful Discussions | | | **Leadership**  **Responsible**  Having Good Time Management  Having Good Self-Management  Being Accountable  **Self-Confident**  Knowing Your Strengths and weaknesses  Having Courage to Take Control  Supporting New and Innovative Strategies  **Decisive**  Using Effective Problem Solving Strategies  Creating A Plan  Being Decisive  **Resourceful**  Be Inclusive  Using the Team’s Skills and Knowledge  Encouraging Initiative and Innovation | | | | **Resilience**  **Self Control**  Avoid Frustration  Control their emotions appropriately  Put off small short term gains to achieve greater long term goals  **Optimism**  Look at the bright side  Have a positive outlook  Have a sense of self-belief and remind themselves of the things they can do  **Adaptable**  Think ahead  Don’t blame others  Seek opportunities from failure  **Perseverance**  Give new tasks a go  When something doesn’t work the first time give it another go (be flexible)  Overcome obstacles  **Support**  Ask for help  Be trustworthy and dependable  Take care of themselves and others, have social networks form where you can seek support | |
| **Evidence of Learning:** | | | | | | | | |
| **Team Work**  Students can   * Analyse the problem * Plan a solution * Implement solutions * Negotiate their personal limits * Make informed personal decisions * Reflect on their personal experience * Set roles and responsibilities within their team * Set goals to achieve greater personal targets * Know their roles and responsibilities within the team * Build trust amongst their group to ensure both physical and emotional safety * Be trusted to complete their designated responsibilities * Accept that different group members have different limitations * Demonstrate purposeful listening * Communicate effectively with team members | | | **Leadership**  Students can   * Think before they act * List jobs that need to be done * Prioritise tasks * Break larger tasks into smaller, more manageable tasks * Take actions to prevent or correct problems * Accept responsibility * Take care of their team * Know what they are good at * Know what they need help with * Seek help from the right person * Speak up when it is needed and listen all of the time * Offer support and encouragement to their team * Support new and exciting strategies * Clearly understand the goal * Collect all relevant information * Consider how decisions will affect the team * Consider the needs of the team * Help people share their ideas * Find relevant jobs for everyone involved * Find out what people know and can do * Help people share their thoughts and ideas | | | | **Resilience**  Students can   * Identify situations that lead to stress * Identify appropriate strategies to manage stress and regulate behaviour * Implement appropriate strategies to manage stress and moderate emotions * Understand the difference between appropriate and inappropriate emotions * Understand the impact of their emotional responses on others * Demonstrate appropriate emotions * Identify situations where emotions can negatively impact on your actions * Look at situations holistically * Identify opportunities for goal setting * Understand possible outcomes * Identify personal strengths and challenges * Make realistic assessments of personal strengths and abilities * Set goals appropriately taking into account timelines, abilities and possible setbacks * Reflect on personal strengths and achievements when assessing whether goals were met * Differentiate between long and short term goals * Identify benefits of achieving goals * Identify the positive in a given situation * Perceive negative situations as opportunities for growth * Reflect on smaller achievements rather than whether or not overall success was achieved * Share achievements with others * Use positive language to describe challenges * Identify their own strengths * Seek opportunities to develop strengths * Use positive self-talk * Set goals for personal learning * Use a growth mindset * Use prior knowledge to express possible solutions * Determine what they want to plan for * Identify previously learnt skills that could be used to reach a solution * Identify and describe factors and strategies that assist in their learning * Be accountable for their actions * Seek solutions rather than blame * Practise solving routine problems * Learn from mistakes * Analyse past attempts * Predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision making strategies and feedback from peers and teachers * Identify unfamiliar situations * Undertake and persist with short tasks within the limits of personal safety * Have the courage to try unfamiliar challenges * Reflect on unfavourable outcomes to understand why results were not achieved * Persist with tasks when faced with challenges * Adapt their approach where first attempts were not successful * Monitor and evaluate progress * Seek and respond to feedback * Analyse progress to reflect on possible solutions * Devise strategies and formulate plans to assists in the completion of challenging tasks * Identify situations that feel safe or seemingly unsafe, approaching new situations with confidence * Identify own strength as well as group strengths that can be useful in achieving goals * Seek and respond to feedback * Know who they can go to for help * Ask an appropriate person for assistance * Discuss elements of a task that they are unsure about * Specifically articulate what they are seeking * Identify positive ways to initiate conversations (interpersonal skills) * Identify people and situations with which the feel a sense of familiarity or belonging * Respond to the feelings, needs and interests of others * Be cooperative * Be sincere – say what you mean and mean what you say * Be reliable * Own up to mistakes * Describe factors that contribute to positive relationships * Identify and explain factors that influence effective communication * Describe characteristics of cooperative behaviour * Identify evidence of positive behaviour in group activities * Assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives * Assess individual and group decision making processes | |
| **Curriculum Links: Teamwork, Leadership and Resilience** | | | | | | | | |
| **HPE** | **Science** | | | **Design and Technology** | | **HASS** | | **Mathematics** |
| Practise and apply strategies to seek help for themselves or others **(ACPPS072)**  Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing  **(ACPPS074)**  Analyse factors that influence emotions , and develop strategies to demonstrate empathy and sensitivity **(ACPPS075)**  Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity  **(ACPPS079)**  Demonstrate and explain how the elements of effort, space, time, objects and people can enhance movement sequences  **(ACPMP084)**  Evaluate and justify reasons for decisions and choices of action when solving movement challenges **(ACPMP087)**  Modify rules and scoring systems to allow for fair play, safety and inclusive participation  **(ACPMP088)**  Use feedback to improve body control and coordination when performing specialised movement skills in a variety of situations  **(ACPMP080)**  Practise and apply personal and social skills when undertaking a range of roles in physical activities **(ACPMP086)**  Evaluate factors that shape identities and critically analyse how individuals impact the identities of others **(ACPPS089)**  Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices  **(ACPPS092)**  Investigate how empathy and ethical decision making contribute to respectful relationships  **(ACPPS093)**  Develop, implement and evaluate movement concepts and strategies for successful outcomes with and without equipment  **(ACPMP101)**  Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences  **(ACPMP103)**  Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams  **(ACPMP105)**  Transfer understanding from previous movement experiences to create solutions to movement challenges **(ACPMP106)**  Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities  **(ACPMP107)** | Use knowledge of scientific concepts to draw conclusions that are consistent with evidence  **(ACSIS170)** | | | Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. **(ACTDEK034)**  Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability  **(ACTDEP038)**  Use project management processes when working individually and collaboratively to coordinate production of designed solutions **(ACTDEP039)**  Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas **(ACTDEP035)**  Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions  **(ACTDEP037)**  Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions **(ACTDEK043)**  Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions  **(ACTDEK046)** | | How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society  **(ACHCK052)**  Collaborate to generate alternatives in response to an issue or challenge, and compare the potential costs and benefits of each  **(ACHASSI160)**  Reflect on learning to propose personal and/or collective action in response to an issue or challenge, taking into account different perspectives, and describe the expected effects  **(ACHASSI162)**  Appreciate multiple perspectives and use strategies to mediate differences **(ACHCS057)**  Appreciate multiple perspectives and use strategies to mediate differences **(ACHCS071)**  Account for different interpretations and points of view  **(ACHCS085)**  Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues  **(ACHCS086)**  Account for different interpretations and points of view  **(ACHCS098)**  Recognise and consider multiple perspectives and ambiguities, and use strategies to negotiate and resolve contentious issues  **(ACHCS099)** | | Assign probabilities to the outcomes of events and determine probabilities for events  **(ACMSP168)** |
| **General Capabilities** | | | | | | | | |
| **Personal and Social Capability** | | | | | **Critical and Creative Thinking** | | | |
| **Self-awareness**  • Recognise personal qualities and achievements  • Understand themselves as learners  • Develop reflective practice  • Recognise emotions  **Self-management**  • Express emotions appropriately  • Develop self-discipline and set goals  • Work independently and show initiative  • Become confident, resilient and adaptable  • Understand relationships  **Social awareness**  • Appreciate diverse perspectives  • Understand relationships  **Social management**  • Work collaboratively  • Communicate effectively  • Make decisions  • Negotiate and resolve conflict | | | | | **Inquiring – identifying, exploring and organising information and ideas**   * Identify and clarify information and ideas * Organise and process information * Pose questions   **Generating ideas, possibilities and actions**   * Seek solutions and put ideas into action * Consider alternatives * Imagine possibilities and connect ideas   **Reflecting on thinking and processes**   * Think about thinking (metacognition) * Reflect on processes * Generating ideas, possibilities and actions * Consider alternatives   **Analysing, synthesising and evaluating reasoning and procedures**   * Apply logic and reasoning * Evaluate procedures and outcomes | | | |